



Leanne Knight
Week 1 Assignment

Rubric Use the following Rubric to guide your work on the Week 1 Assignment.

Tasks ↓	Accomplished	Proficient	Progressing	Not Meeting Expectations
Long-Range Plan for Technology Summary	Student thoroughly summarizes key ideas of each section of the Long-Range Plan for Technology. Student comprehensively responds to questions. (3 points)	Student provides a brief summary of each section of the Long-Range Plan for Technology. Student answers the questions. (2 points)	Student less than completely summarized the key ideas of each section of the Long-Range Plan for Technology. Student less than completely answers the questions. (1 point)	Student does not summarize each section of the Long-Range Plan for Technology. Student does not respond to the questions. (0 points)
Technology Applications TEKS Summary	Student thoroughly describes each strand of the Technology Applications TEKS, and summarizes two objectives/skills for each domain. Student comprehensively answers all questions. (3 points)	Student briefly describes each strand of the Technology Applications TEKS, and summarizes at least one objective/skill for each domain. Student answers the questions provided. (2 points)	Student describes three or fewer strands of the Technology Applications TEKS, and summarizes at least one objective/skill for each domain described. Student responds to one of two questions provided. (1 point)	Student does not describe each TEKS strand, and/or does not summarize at least one objective/skill for each domain; student fails to answer the questions provided. (0 points)
Requisite Technology Skills Assessment	Student completes the Technology Applications Inventory and records responses on table, and provides thorough reflection regarding technology strengths and weaknesses. (2 points)	Student somewhat completes Technology Applications Inventory and records responses on table, and provides brief analysis of technology strengths and weaknesses. (1 point)		Student does not complete Inventory or record responses; and/or does not analyze technology strengths and weaknesses. (0 points)
Assignment Mechanics	Responses are relevant to course content; student uses correct APA writing mechanics; no errors in grammar, spelling, or punctuation. (2 points)	Responses are relevant to course content; few errors in grammar, spelling, or punctuation, including APA writing mechanics. (1 point)		Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors. (0 points)

Week 1 Assignment, Part 1: Key Ideas of the Long-Range Plan for Technology

The Texas Long-Range Plan for Technology, 2006-2020, is a comprehensive strategic plan divided into four domains: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. In Part 1 of the Week 1 Assignment, you will summarize key ideas of the Long-Range Plan.

To complete this assignment:

- Access the Long-Range Plan by entering the following address into your web address bar:
http://www.tea.state.tx.us/technology/lrpt/lrpt_lrpt.html
- Review the plan.
- Complete the table below by summarizing each of the key ideas stated in the chart, and answering the questions provided.

Long-Range Plan Section and Page Numbers	Summary of Key Ideas
Vision 2020 (1-4)	The vision encompasses goals for the educational system as a whole to achieve by 2020. Technology proficiencies are for professional educators must master the SBEC Technology Application Standards which are similar to those expected of our TA TEKS for 8 th graders. Professional development needs to be offered in many formats to educators to ensure they have the knowledge and skills to as stated in SBEC Technology Applications. Technology planning and resources are envisioned to give anytime assistance to keep technology tools available while allocating funding for appropriate technology. The vision also give charts a timeline in Phases. Phase I is from 2006-2010, Phase II is from 2011-2015, and Phase III is from 2016-2020. The vision also states that learner will be engaged in these goals in ways to ensure a global understanding of digital tools. Educators are prepared to ensure a rich and diverse technology environment for their K-12 students. Leaders will support the needs of educators and students in achieving opportunities to support an environment full of technology rich advantages. The infrastructure needs to be robust and in place by 2020 to ensure the needs of the students, educators, and leaders goals can be met.
Defining the Need for Change (5-6)	The job force needs graduates to have skills to be productive members of society. The need for students to have these skills is

	<p>imperative. In a global economy the graduates need to have the skills to compete in this market. Due to the saturation of a population living longer and working longer, opportunities for employment will be more difficult. Our populations are changing and the goals ensure that the diversity of students is considered important for equality in education.</p>
Introducing the 21st Century Learner (7)	<p>Students do not want to “power down” for schools in the 21st century. They expect the technology rich environment from their extracurricular life to be similar in school. Educators need to understand their audience of learners to ensure the technology being offered is within the current trend of what students are experienced.</p>
Teacher Voices (12-14)	<p>Teachers surveyed implicated that technology impacted students’ performance through engagement. The study juxtaposed the student voices with the teacher voices. The study also stated teachers’ answers of how technology impacted their classrooms and their home live. Teachers faced obstacles in time for professional development and deficient in available computers. The top reason teachers used technology was due to it making their job easier.</p>
Teaching and Learning (17-22)	<p>The Long Rang Plan specifies that all learners “have access to relevant technologies, tools, resources and services for individualized instruction” at any time. That all learners use information and communication technology s to work in partnership, create familiarity and “provide solutions to real world problems”.</p>
Educator Preparation and Development (23-28)	<p>In Educator Preparation and Development the audience is the educator. This states that teachers must graduate from a university which has a teacher preparation program that immerses teachers “in the current technology in instructional and administrative practices (15)” As they graduate for these universities they</p>

	understand valuable ways to integrate technology into their curriculum.
Leadership, Administration, and Instructional Support (29-34)	In Leadership, Administration and Instructional Support the audience is for the leaders which can be the principals and district administration. "They will develop, implement, budget for and monitor a dynamic technology plan to meet the needs of changing workforce and economy." Leaders need to offer a variety of technology opportunities for their students which can include online learning platforms. Leaders need to ensure that professional development is offered in many configurations.
Infrastructure for Technology (35-40)	Since the goals of 2020 entail a technology rich environment, it is imperative that the infrastructure in a district/school be robust enough to handle the needs of a 24/7 environment for its users. The infrastructure also entails having people who keep the technology and lines working.
Study of Needs (41-42)	Funding is required to develop and maintain technology, professional development, instructional and technology support, and a robust technology infrastructure. Leadership and support for educational technology through TEA and ESCs. Approaches in place by districts for proficiencies for both teachers and students. Discounts for districts from federal programs. Reciprocal software standards to get the most out of funding.

What new information did you acquire from your analysis of the Long-Range Plan? How can your new learning assist you as an instructional leader who is guiding technology use and integration at a campus?

The school I work considers the Long Range Plan imperative to the successful emersion of technology. My position at the school is strongly based on this plan. My principal was a president of TEPSA and finds it imperative that our school and district be cognizant of the 2020 goals and achieves them in daily curriculum. My position as the technology leader on the campus entails that I keep teachers informed on not only the TA TEKS but the goals of Texas through the Long Range Plan. The research into the Long Range Plan reinforced the research previously done and was a great way to ensure my knowledge had not been corrupted.

Week 1 Assignment, Part 2: Technology Applications TEKS Summary

Texas' Technology Applications TEKS curriculum is divided into four strands: Foundations, Information Acquisition, Solving Problems, and Communication.

In this part of this assignment, you will summarize (1) the four strands of the Technology Applications TEKS and (2) two objectives/skills required in each of the four domains for a selected grade cluster.

To complete this assignment:

- Access the Technology Applications TEKS by entering the following address in your web address bar: <http://ritter.tea.state.tx.us/technology/ta/stustd.html>
- Thoroughly review the Technology Applications TEKS for PK-12. (NOTE: There are standards for Pre-K students, but they are not divided into domains.)
- Select a grade cluster—(K-2, 3-5, 6-8, 9-12)—and review the TEKS for that cluster.
- Complete columns 2-4 of the table by describing each domain of the Technology Applications TEKS and summarizing two important objectives/skills required in each of the four domains for your selected grade cluster.

Grade Cluster: K-2			
Technology Application Strand	Strand Description	Summary of TEKS #1	Summary of TEKS #2
Foundations	Foundational skills are those that are learned and reinforced throughout the year	3 (A/B) Copyright/web ethics	2 (B) Keyboarding skills
Information Acquisition	Information Acquisition is used when doing research and other means of retrieving knowledge	4 (A) key word searches on the internet usually through an internet search engine or online database	5 (A) retrieving pictures and graphics
Problem Solving	Solving problems uses higher order thinking that is not exactly taught but how to find the answer is be taught.	9 (A) Use help features if difficulty arises with software or online	7 (A) use audio, videos, or graphics to help understand programs since K-2 have difficulty with fluent reading
Communication	Communication entails how the student will get their products seen or understood by others	10 (A) choosing the most aesthetic features to correctly construe meaning	11 (B) Publishing a product.

Summarize the Pre-K Technology Applications TEKS. How does the Pre-K TEKS lay the foundation for student performance in future grades?

The PreK TEKS are broken into an introduction, case studies, and guidelines. The introduction gives a welcome from the commissioner, responsive style for school readiness, and key instructional essentials. Case studies give the educator seven video examples for PreK classrooms showing the different domains being integrated. The videos include example of differentiation including English Language Learners and for Spanish classrooms. The guidelines feature five domains with videos for each. The domains included are social and emotional development, language communication, emergent literacy in reading, emergent literacy in writing, and mathematics. The resource section offers PreK teachers professional development. Another area of help is games, books, and activities for the classroom. Resources also offers books featured in classroom videos and resources for families.

The Technology Applications TEKS are designed as a dynamic, spiraling curriculum. Describe a series of TEKS in which students have multiple opportunities to master knowledge/skills.

When students create a final product they have many different ways to master either printing or viewing their product. Below are specific TA TEKS that are appropriate for this knowledge:

§126.2. Technology Applications, Kindergarten-Grade 2.

2(A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;

9 (B) use software features, such as slide show previews, to evaluate final product.

11 (A) publish information in a variety of media including, but not limited to, printed copy or monitor display; and

11(B) publish information in a variety of media including, but not limited to, stored files or video

§126.3. Technology Applications, Grades 3-5.

1 (E) access remote equipment on a network such as printer or other peripherals

2 (A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;

9 (B) use software features, such as slide show previews, to evaluate final product.

11 (A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video;

11 (B) use presentation software to communicate with specific audiences.

Week 1 Assignment, Part 3: Requisite Technology Skills Assessment

The Texas Education Agency (TEA) provides many resources for educators to help them assess and increase the knowledge and skills for success in the information age. One of the tools is the Technology Applications Inventory, which is a self-assessment of requisite knowledge required for implementation of the Technology Applications TEKS.

In Part of your assignment, you will access the Technology Applications Inventory and assess your knowledge and skills in the four strands of Foundations, Information Acquisition, Solving Problems, and Communication.

To complete this assignment:

- Access the Technology Applications Inventory by entering the following address in your web address bar: <http://www.tea.state.tx.us/technology/techapp/assess/teksurv.pdf>
- Print out the inventory, and complete it.
- Complete the table by recording your number of yes and no responses.
- After completing the chart, answer the questions that follow.

Domain	Total # of Questions	# of Yes Responses	# of No Responses
Foundations	18	18	0
Information Acquisition	10	10	0
Solving Problems	18	18	0
Communication	12	12	0

What did the inventory reveal as your greatest strength? Do you agree? Explain.

While completing the survey I realized the amount of skills I have acquired in the 8 years as a campus and district technology leader. I am in a position to help teachers achieve the skills on the inventory. I am under the impression that my greatest strength is in communication. To effectively construe meanings to students and teachers throughout a school and district, one must understand the best ways to construe a message. One specific type of communication that is important in my job was number 52 on the survey. It stated, "I publish in a variety of ways, including, but not limited to, printed copy, monitor display, Internet documents, and video." Teachers do not always want a printed copy of a newsletter. Many times I send out electronic newsletters in a PDF format so teacher can read at their leisure and not have to "find" the piece of paper that was placed in their school mail boxes along with a multitude of other papers. When meeting with teachers, a PowerPoint is now not the best way to give a visual to a group. I am finding that short videos are more beneficial to their professional development.

I appreciated how the inventory corresponded to the TA TEKS and even stated which TEKS it correlated to. If teachers are expected to help their students master the TA TEKS by 8th grade, it is important that those same teachers have also mastered the basic 8th grade TA TEKS as

supported by SBEC.

What did the inventory reveal as your greatest weakness? Do you agree? Explain.

I did not find a weakness, but I know that many teachers have difficulty with information acquisition. Many teachers believe if they do an internet search, all the information attained is appropriate. After teaching teachers special ways to “link to” in AltaVista, for example, allows teachers to see what websites have linked to a specified website. The ever used example of martinluther.org is a great example since it shows many white supremacist organizations have links to the site. Educators need to know how to use search tools with their students so their students can search from home without the “benefit” of a filter. After teachers learn how to correctly acquire information for research, they are more likely to teach their students in a correct fashion. Even Google has feature to ensure correct research. Once teachers learn those features, I find that they create a lesson, or ask for assistance in creating a lesson, to share the same information with their classes.